



## Berea Elementary

100 Berea Drive  
Greenville, SC 29617

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	452 Students	
<b>Principal</b>	Kenneth L. George	864-355-1500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

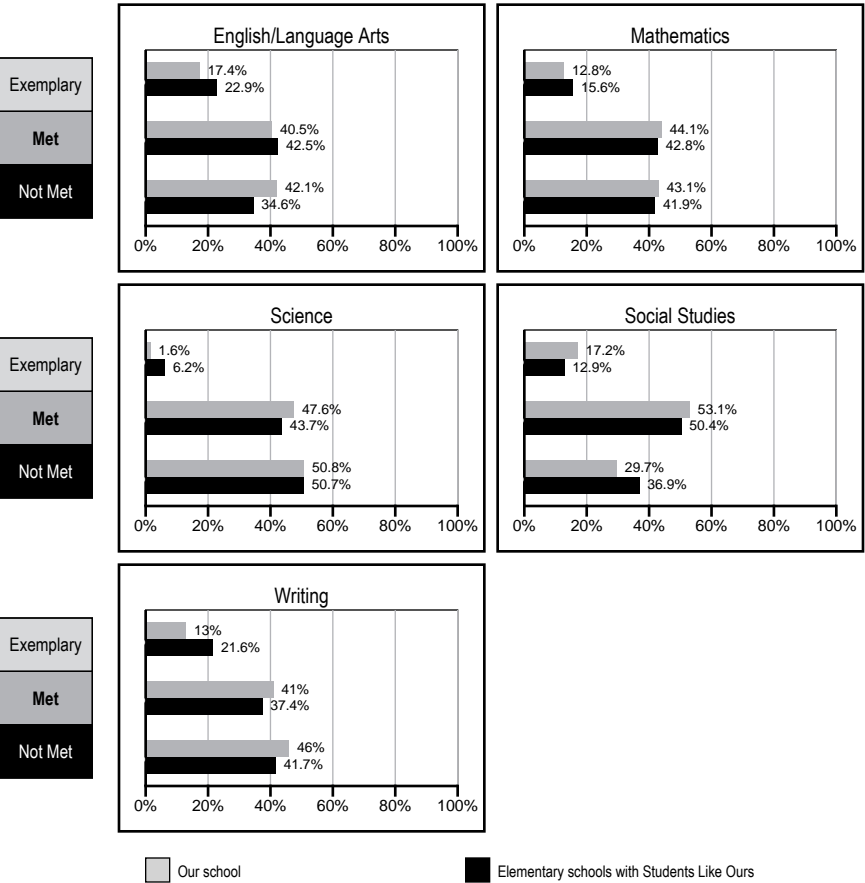
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	84	65	28

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=452)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.6%	2.5%	1.9%
Attendance rate	96.4%	Down from 96.6%	96.0%	96.3%
Eligible for gifted and talented	2.5%	Down from 4.7%	3.7%	10.0%
With disabilities other than speech	14.6%	Down from 16.5%	7.8%	7.7%
Older than usual for grade	0.3%	Down from 0.7%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	51.2%	Up from 42.9%	57.1%	59.4%
Continuing contract teachers	78.0%	Up from 69.0%	72.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.3%	Up from 85.6%	82.7%	85.9%
Teacher attendance rate	93.4%	Down from 95.1%	95.2%	95.1%
Average teacher salary*	\$44,335	Up 3.1%	\$45,725	\$47,149
Professional development days/teacher	7.1 days	Up from 5.4 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	No Change	16.7 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 90.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,292	Up 14.5%	\$8,563	\$7,458
Percent of expenditures for instruction**	71.2%	Up from 70.4%	68.3%	68.8%
Percent of expenditures for teacher salaries**	66.3%	Up from 66.0%	62.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Berea Elementary School continually strives to enhance parental involvement and encourages students to exhibit positive character traits. Teachers utilize daily essential questions and learning objectives in their classroom instruction using the Learning Focus model.

Our staff participated in embedded professional development in the areas of Mathematics, English/Language Arts, and Technology. In Mathematics, students learned how to use manipulatives to problem solve. In English/Language Arts, students learned how to use novels and literature to improve reading and writing skills. Technology training taught students skills such as learning how to use SmartBoards, ActivExpressions, and Microsoft programs.

Student social learning and character development is encouraged through Positive Behavioral Intervention Supports (PBIS). This is our second year of implementation. Students were able to earn and redeem tickets for focusing on excellent behavior and supporting one another in our school family. As a result of PBIS, our students and staff were able to focus more on academic achievement.

In conjunction with the Chamber of Commerce, teachers continued to utilize Quality Tools as a regular part of instruction. Quality Tools enable students to check for understanding, monitor progress, and celebrate their successes.

Throughout the year, parents attended various Title I parent involvement meetings. These sessions covered a wide variety of topics such as Reading, Writing, Math, and study skills. Parents learned techniques in helping their children at home.

Berea's PTA supported family involvement by providing activities that encouraged participation in activities, such as fall and spring carnivals, talent night, international celebration, and literacy day.

Areas for continued improvement include Mathematics and English/Language Arts. While we did not make Adequate Yearly Progress (AYP) last year, our Spring Measures of Academic Progress (MAP) scores indicate significant academic growth.

Students, staff, and parents are proud of our school and community.

Patricia Booker-Christy, Principal  
Kristen Lollis, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	29	68	44
Percent satisfied with learning environment	89.7%	82.4%	93.2%
Percent satisfied with social and physical environment	96.6%	89.7%	93.2%
Percent satisfied with school-home relations	75.9%	85.3%	90.7%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 28 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	232	100	39.8	39.8	20.4	73.8	84	82.8	Yes	Yes
<b>Gender</b>										
Male	118	100	52.9	29.8	17.3	68.3	80.8	79.3	N/A	N/A
Female	114	100	26.5	50	23.5	79.4	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	75	100	32.4	36.6	31	84.5	89.5	89.5	Yes	Yes
African American	83	100	43.4	48.7	7.9	69.7	72.7	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	66	100	43.1	33.3	23.5	68.6	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	55	100	62.7	19.6	17.6	47.1	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	69	100	42.6	29.6	27.8	66.7	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	197	100	40.7	39	20.3	72.1	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	232	100	40.8	45.1	14.1	71.4	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	118	100	49	37.5	13.5	66.3	79.6	77	N/A	N/A
Female	114	100	32.4	52.9	14.7	76.5	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	75	100	29.6	49.3	21.1	78.9	87	87.2	Yes	Yes
African American	83	100	55.3	40.8	3.9	59.2	66.3	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	66	100	29.4	51	19.6	82.4	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	55	100	51	37.3	11.8	56.9	48.1	45.5	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	69	100	29.6	48.1	22.2	81.5	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	197	100	41.9	43.6	14.5	71.5	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	153	100	48.1	46.6	5.3	51.9	71.3	67.5
<b>Gender</b>								
Male	78	100	52.2	43.5	4.3	47.8	70.8	67
Female	75	100	43.8	50	6.3	56.3	71.8	68
<b>Racial/Ethnic Group</b>								
White	46	100	42.9	47.6	9.5	57.1	79.5	79.5
African American	57	100	58.8	35.3	5.9	41.2	53	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	46	100	N/AV	N/AV	N/AV	61.1	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	38	100	58.8	26.5	14.7	41.2	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	50	100	40	57.5	2.5	60	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	133	100	47.4	46.5	6.1	52.6	57.5	55.1

**Social Studies**

All Students	152	99.3	27.9	53.7	18.4	72.1	75.7	72.3
<b>Gender</b>								
Male	78	98.7	34.3	47.8	17.9	65.7	75.1	71.5
Female	74	100	21.7	59.4	18.8	78.3	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	54	100	19.6	51	29.4	80.4	81.7	80.7
African American	51	100	39.1	54.3	6.5	60.9	61.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	41	97.6	24.2	57.6	18.2	75.8	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	35	100	31.3	56.3	12.5	68.8	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	44	97.7	25.7	51.4	22.9	74.3	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	129	99.2	29.2	54	16.8	70.8	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	231	94.8	46	41	13	54	72.9	70.2	96.4	96.5
Gender										
Male	119	95	60.4	33.7	5.9	39.6	66.4	63.2	96.5	96.4
Female	112	94.6	31.3	48.5	20.2	68.7	79.7	77.5	96.4	96.5
Racial/Ethnic Group										
White	75	92	38.2	44.1	17.6	61.8	80.5	79.1	95.6	96.3
African American	85	92.9	53.4	41.1	5.5	46.6	57.1	57.6	96.5	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.3	86.2	98.8	97.6
Hispanic	63	100	41.2	43.1	15.7	58.8	61.3	62.6	97.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	98.9	95.2
Disability Status										
Disabled	56	80.4	85.7	9.5	4.8	14.3	28.4	26.1	95.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	64	98.4	40.7	40.7	18.5	59.3	60.5	61.2	97.2	97.2
Socio-Economic Status										
Subsidized meals	193	94.3	45.5	40	14.5	54.5	58.8	58.9	96.5	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	41.1	35.6	23.3	58.9
	4	73	100	57.1	27	15.9	42.9
	5	74	100	22.9	55.7	21.4	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	50.7	28.8	20.5	49.3
	4	73	100	42.9	52.4	4.8	57.1
	5	74	100	28.6	55.7	15.7	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	51.4	42.9	5.7	48.6
	4	73	100	50.8	42.9	6.3	49.2
	5	39	100	40	57.1	2.9	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	44	97.7	28.9	42.1	28.9	71.1
	4	73	100	30.2	58.7	11.1	69.8
	5	35	100	22.9	57.1	20	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	83	94	55.1	27.5	17.4	44.9
	4	74	93.2	52.5	44.3	3.3	47.5
	5	74	97.3	31.4	51.4	17.1	68.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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